



**The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting**

AGENDA

Broadcasted via YouTube <https://bit.ly/3czx8bA>

Monday, February 5, 2024, 7:00 p.m.

Chairperson: Trustee Mahbobi

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2. Approval of the Agenda

Recommended Motion:
That the February 5, 2024 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:
That the January 15, 2024 Education Policy and Directions Committee meeting minutes be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

C. NEW BUSINESS

**C.1. Enhancing Student Learning Report (ESLR) – Director of Indigenous Education
Dr. Shelly Niemi (Memo)**

Presentation – Indigenous Education Overview – Dr. Shelly Niemi

**District-Based: District Indigenous Teacher Kolette Cristante – Middle Level
Perspective**

School-Based: Glanford Middle School Principal, Vicki Roberts

- D. NOTICE OF MOTION**
- E. GENERAL ANNOUNCEMENTS**
- F. ADJOURNMENT**

Recommended Motion:
That the meeting adjourn.

Note: This meeting is being audio and video recorded. The video can be viewed on the District website.



**The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
REGULAR MINUTES
Monday, January 15, 2024, 7:00 p.m.**

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Natalie Baillaut, Mavis David, Nicole Duncan

Trustee Regrets: Angela Carmichael, Karin Kwan, Derek Gagnon, Diane McNally, Rob Paynter

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Andy Canty, Director, Information Technology for Learning, Brenna O'Connor, VPVPA

Partners: Lena Palermo, GVTA, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:00 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Mahbobi recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2. Approval of the Agenda

Moved by Trustee Duncan

That the January 15, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Baillaut

Education Policy and Directions Committee Meeting January 15, 2024

Education Policy and Directions Committee Meeting February 5, 2024

That the December 4, 2023 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Education Policy and Directions Committee, be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

C. NEW BUSINESS

- C.1.** Director of Indigenous Education Dr. Shelly Niemi provided a memo and introduced District Vice-Principal Lindsay Johnson and District Indigenous Teacher Consultant Emma Milliken who presented how the District is implementing the Indigenous Focused Grad Requirement by providing teacher supports: Pedagogy, Resources, and collaboration time/process.

School-Based teachers Holly Brooke and Georgina Hope presented on how they are implementing the Indigenous focused grad requirement at Vic High through collaboration.

Trustees provided thanks for the presentation and had questions of clarification.

- C.2.** District Principal, David Hovis and District Learning Support Teacher, Breanne Glover provided a literacy update.

South Park Elementary Principal Tim McCreesh, Teachers, Christie Kowaleski and Eva Henrich presented on literacy supports at South Park Elementary.

Early Literacy Collaboration Teacher, Rachel Ottenbreit has worked with South Park Elementary for three years and spoke to the positive results of having literacy support at South Park Elementary.

Trustees provided thanks for the presentation and had questions of clarification.

By consensus the committee took a recess break at 8:48 p.m.

Chair Mahbobi called the meeting back to order at 8:55 p.m.

C.3. Policy Sub-Committee Report

a. Policy 6163.1 Learning Resources

Trustees and partners provided amendments to Policy 6163.1 Learning Resources.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 6163.1 Learning Resources, as amended.

AND FURTHER

Direct the Superintendent to prepare corresponding learning resources, administrative regulation for review by the Board of Education in April 2024.

Motion Carried Unanimously

C.4. Trustee Kwan

Trustee Baillaut provided rationale for the motion.

Moved by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter to the Ministry of Education and Child Care with a request for additional funding for staff to complete DEI training in line with the K-12 Anti Racism action plan.

Motion Carried Unanimously

D. NOTICE OF MOTION

None.

E. GENERAL ANNOUNCEMENTS

None.

F. ADJOURNMENT

Moved by Trustee David

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:51 p.m.



Memo

To: Education Policy and Directions Committee

Date: February 5th, 2024

RE: *Indigenous Education within and across School District No.61 with some Highlights of the collective work happening together in the Middle Years*

Presenters:

Dr. Shelly Niemi, Director of Indigenous Education

Kolette Cristante, Indigenous Education Department Teacher Consultant for the Middle Years

Vicki Robert, Principal Glanford Middle School

This presentation is intended to provide an overview of Indigenous Education within our School District from a Department level with a highlight for the Board of Education of what this looks like in practice at the Middle Years.

Background on Indigenous Education:

The Indigenous Education Department (IED) of SD61 supports the inclusion of Indigenous perspectives, worldviews and resources that align with the BC Curriculum in our schools and classrooms along with providing holistic supports to students that have self-identified with Indigenous Ancestry. The staff of the IED provide guidance and advisory across our School District to weave Indigenous Knowledge and Ways of Being into district policies, classrooms and schools. **Key areas include:** Holistic Wellness; Social Emotional Learning; Land Based Learning; Arts and Culture; Advocacy for Indigenous students and families; and, the authentic use of Indigenous resources for schools, classrooms and departments that are rooted within the ***5Rs of Indigenous Pedagogy and Cultural Safety***.

The IED works closely with The Songhees Nation; The Esquimalt Nation; The Metis Nation Greater Victoria; The Urban People's Indigenous Advisory and the Indigenous Elders Advisory Council. The BC Ministry of Education and Child Care defines Indigenous Ancestry as students who identify as First Nations, Status or Non-status, Métis or Inuit. The BC Ministry of Education and Child Care does not require proof of Indigenous ancestry to self-identify. Parents and caregivers of students with Indigenous Ancestry may choose to self-identify on the school registration form under the section of Indigenous Ancestry and/or by calling the school of Indigenous Education Department to request that their child(ren) are included in this self-identification of Indigenous Ancestry.

Our Indigenous Education Department then works directly with schools to verify 1701 claims for Indigenous Education. The IED then aligns enhanced programs, services and supports to all schools in the school district for students who self-identify as having Indigenous Ancestry. As the purpose of these 1701 targeted funds for Indigenous Education is to provide enhanced learning experiences, opportunities and support for Indigenous learners in areas that enhance their sense of belonging to school, enhance their access to academic supports and services and to increase the overall understanding and awareness of Indigenous worldviews and perspectives within and across our entire School District.



The Indigenous Education Department connects with Indigenous students, families, communities, classrooms, schools, departments and the 4 Houses regularly to provide support, enhanced programs and services, advocacy and advisory where required. Participation in Indigenous Education programs, supports and services is always voluntary and is confirmed and reviewed annually.

Approaches to Indigenous Education Include:



Cultural Safety Frameworks
Culturally Responsive Learning Environments
Relationality and Relational Responsibility
Agency through Indigenous Voice
(student, families, community, staff and leadership)
Distributed leadership and shared decision-making
Co-construction and Co-development
Compassionate leadership
Shared theory of improvement
Expanding Indigenous worldview
Examining one's own beliefs and values
Specific Supports for Indigenous Anti-Racism
Establishing High expectations in a climate and culture of
familiness and relational responsibility
Restorative Practice Approaches within Education
Open, Honest and Courageous dialogue
Activating the 5Rs of Indigenous Pedagogy
Local Educational Resources and Co-Development
Indigenous Culture, Language and Ceremony
Indigenous Authors and Relevant Resources
Indigenous Informed Research and Pro-D
Culturally Responsive Leadership that supports the
inclusion of Indigenous Pedagogy

Həyšx^wqə/ Thank you,

Dr. Shelly Niemi

Director of Indigenous Education
Greater Victoria School District No. 61



One *Learning* Community



Education Policy and Directions Committee Meeting February 5, 2024





Indigenous Education

with Highlights from

The Middle Years

February 5th 2024

Education Policy and Directions Committee



Indigenous Education within and across School District No.61 with some Highlights of the collective work happening together in the Middle Years

Presenters:

Dr. Shelly Niemi, Director of Indigenous Education

Kolette Cristante, IED Teacher Consult for the Middle Years

Vicki Roberts, Principal Glanford Middle School



Indigenous Education

School District No.61

Our Story

Dr. Shelly Niemi

Director of Indigenous Education

Improving Outcomes for Indigenous Students within Our School District is a Shared and Collective Responsibility

“Each of us hold a culturally based worldview that has been influenced by how we were raised and the experiences that we have had – At times we have an assumption that others share our worldview from which we see the world . This intersects into our practice through what we intend to communicate and is what is being received by the recipient of whom we are working with (individual or collective) ”

Culture of
Low-Expectations



Ally
or
Accomplice



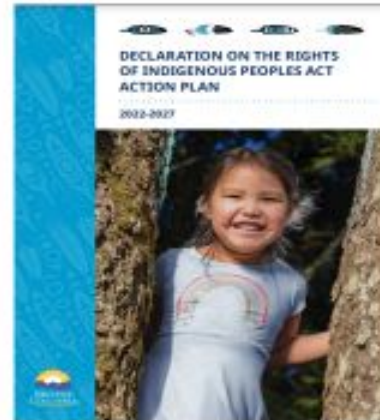
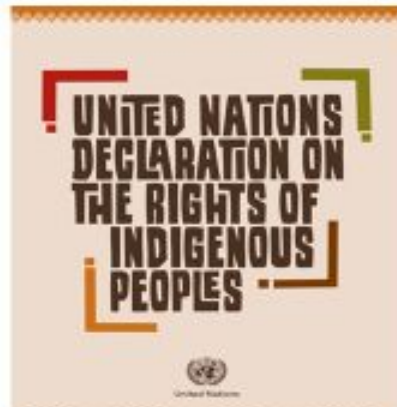
Relational
Accountability



The Danger
of a
Single Story



Truth and Reconciliation
Commission of Canada:
Calls to Action



BC Tripartite Education Agreement:
Supporting First Nations Student Success
2016



The 5R's

Respect

Reciprocity

Relevance

Responsibility

Relationships

System transformation requires not only recognition of the responsibilities that the education system has to Indigenous learners, but also to their communities and this transformation can only occur through the ongoing development of tending to the relationships that support the needs of Indigenous learners and families.

Pulling Forward Together



The Indigenous Education Department of SD61 Supports Several Areas of the Education System

Indigenous Targeted Funding; Programs and Services
Cultural Safety Frameworks
Culturally Responsive Practice
Indigenous Research, Policy and Governance
(*Federal, Provincial, Local*)
Relational Accountability
Implementing the 5Rs
Indigenous Worldviews and Perspectives
Authentic Indigenous Resources
Indigenous Pedagogy
Advisors (Indigenous Informed)
Indigenous Data Sovereignty
Specific Indigenous Anti-Racism Strategies
Professional Development and In-Service Training Support



Indigenous Education

School District No.61

The Middle Years

Kolette Cristante

IED Middle Years Teacher Consultant

Authentic Indigenous Resources and Teacher Support



The Development of Indigenous Resources and Resource Kits



Upcoming Dates

September 22 - Fall Equinox

September 30 - National Day for Truth and Reconciliation. The national holiday will be observed on Monday October 2 this year.

Isk'wajen Language

Hay'ow'aps s'lem (jy-oh-koo see-erm) This means, "Thank you, respected or honourable one." Royal Roads University

Sharing Circles

"Sharing Circles are a great tool to use for oral language, relationship building, fostering safe and inclusive learning environments and for student assessment."



Please refer to the handout created by Indigenous Teacher Consultants: Emma Mikkelsen, Kristine Cristiane and Treva Black.

[Using Sharing Circles in the Classroom](#)



A Warm Welcome and Land Acknowledgement

Welcome to the new school year, a new beginning, renewed relationships and exciting learning opportunities. As we embark upon a new year together, we acknowledge the Isk'wajen people, past and present, on whose traditional territories our schools are located. We give thanks and recognize that we live and learn on the traditional territory of the Songhees and Esquimalt Nations and that they have been stewards of these beautiful lands for thousands of years. We strive to move forward in ways that honour the Truth and Reconciliation Commission, CDRPA and the Local Education Agreements of the 4 Houses (Songhees, Esquimalt, Metis and Urban Peoples House). We raise our hands to the Isk'wajen people and give thanks for their continued stewardship, teachings, knowledge and generosity. Hay'ow'aps s'lem.

Learning about the local Nations is an important piece in our journey of Truth and Reconciliation. As well as books highlighted above, here are some links to guide your learning of these Nations. A beautiful way to start the year is by listening to Butch Dick's Territorial Welcome.

Welcome to the territory in [Isk'wajen](#) and [English](#) by K. Lee Butch Dick

[Songhees Nation](#)

[Esquimalt Nation](#)

Land Acknowledgements in the Classroom

Acknowledging the Territory is a way of honoring and showing respect for a group of people who have been living and working on this land from time immemorial.

[United Nations Declaration on the Rights of Indigenous Peoples - UNDRIP](#)



Camas harvesting grounds, Dawson Hill Park

To learn more about using meaningful land acknowledgements in your schools and classrooms, please refer to the following handout created by IED Teacher Consultants:

[Teaching Land Acknowledgements in the Classroom](#)

The Indigenous Education Department Resource Library



Indigenous Resources

WHAT DOES LOCAL MEAN?

GREATER VICTORIA SCHOOL DISTRICT'S LOCAL NATIONS



LEKWUNGEN TERRITORY

The Greater Victoria School District is situated on the traditional territories of the Lekwungen People, also known as the Songhees and Esquimalt Nations.

The work that we do in our schools always honours and recognizes these local Nations first. Thank you for acknowledging resources and content that reflects these local Nations. Local resources can be found in our Library Collections on destiny@sd61.bc.ca

WHEN LEARNING ABOUT LOCAL PLANTS, KNOWLEDGE WILL BE APPLICABLE FROM OTHER NATIONS SUCH AS WSÁNEC, T'SOU-KE, COWICHAN, AND OTHER AREAS OF VANCOUVER ISLAND, WHICH IS WHY YOU WILL FIND RESOURCES AND STORIES FROM THESE NATIONS IN OUR LOCAL COLLECTION.

3 ISLAND INDIGENOUS GROUPS

Living on Vancouver Island, we recognize that we share this island with three Indigenous groups: the Coast Salish, the Nuu-chah-nulth and the Kwakwaka'wakw. We have included maps of these territories in our Local Resource Collection. We acknowledge our neighbours, the WSÁNEC Nation, and have included resources from their territory.



TO VIEW THE IED LOCAL RESOURCE COLLECTION PLEASE VISIT
DESTINY@SD61.BC.CA

WHAT ABOUT LANGUAGE?

LOCAL LANGUAGES



WHY DO WE NOT TEACH LOCAL LANGUAGE?

The impacts of the Indian Act and colonization have had devastating effects on the survival of the Lekwungen Language. While language speakers exist, we need to respect that the Nations are revitalizing language within their own community before sharing it outside of their community. The absence of the Lekwungen language in our schools can be used as a teaching tool. Teach about the dispossession of language and culture. Teach about the impacts a lost language has on a community. Teach about the Indian Act and the impacts that has had on Indigenous languages. Help students understand what language revitalization is and why it is necessary.

THERE ARE MANY LANGUAGE SPEAKING GROUPS ON SOUTHERN VANCOUVER ISLAND. LEKWUNGEN IS SPOKEN BY THE SONGHEES AND ESQUIMALT NATIONS. SENCOTEN IS SPOKEN BY THE WSÁNEC NATIONS.

T'SOU-KE IS SPOKEN BY THE T'SOU-KE NATION.

HUL'QUM'NUM IS THE LANGUAGE SPOKEN BY THE COWICHAN TRIBES.

TEACHABLE LOCAL WORDS

PLEASE REFER TO OUR INDIGENOUS PLANT GARDEN MAP FOR LEKWUNGEN WORDS THAT CAN TAUGHT IN OUR SCHOOLS. THE MAP CAN BE FOUND ON THE IED WEBSITE

HƏYŠX'QƏ
THANK YOU

TO VIEW THE IED LOCAL RESOURCE COLLECTION PLEASE VISIT
DESTINY@SD61.BC.CA

HOW TO TEACH AND MODEL RECIPROCITY

RECIPROCITY CAN STRENGTHEN YOUR TEACHING



RECIPROCITY IN THE CLASSROOM

Many curriculum guides say "bring in an Elder or Knowledge Keeper." Please be mindful that there are over 1000 classrooms in Victoria. There are only a handful of Elders and Knowledge Keepers. Instead of asking who can come in to share with your class, ask, what can the students and teachers do to share with the local Nations? So often we expect the Nations to come and teach us. Let's reverse this and instead, let us do something for them! Let's share with the local Nations what we are learning about them. Let us honour them by sharing our gratitude for their knowledge about the land and waters. Reverse the rolls and ask, what can we do for the local Nations? This is reciprocity.

IDEAS FOR RECIPROCITY

After you have spent time learning about the local Nations, instead of asking someone to come in to your school, do one of these:

- Create a booklet or storyboard of the learning that has been done about the local Nations
- Create an oral story and video the students sharing these stories
- Write a class gratitude letter expressing thanks for those things we see in our community, for example poles, spindle whorls, art work
- Write a letter that shares your learning, thoughts and considerations.

If desired, these items may be shared with the IED Department and IED Staff. can share them with the Elders Committee, which consists of Elders from the Songhees and Esquimalt Nations.



TO VIEW THE IED LOCAL RESOURCE COLLECTION PLEASE VISIT
DESTINY@SD61.BC.CA

Making Cedar Roses





Student/Staff Drum Group

Bannock & Tea



Lahal/Bone Games





Indigenous Education

School District No.61

Glanford Middle School



Vicki Roberts

Principal, Glanford Middle School

Guiding our work...

How can we...

- connect Indigenous learners and families?
- provide cultural connections and learning informed by student voice and curiosity?
- broaden our connections to community?
- offer embedded and on-going learning opportunities for all students?
- develop our knowledge & practice as caring, informed and action oriented educators?

respect

reciprocity

relationship

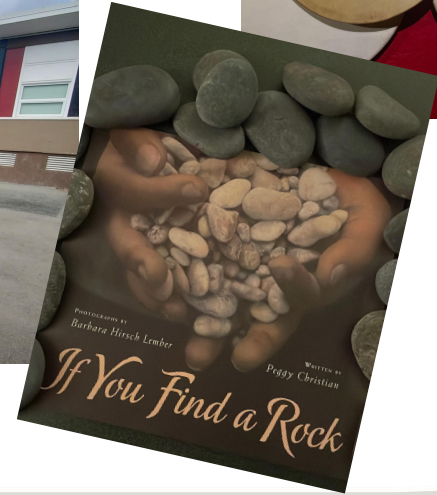
relevance

responsibility

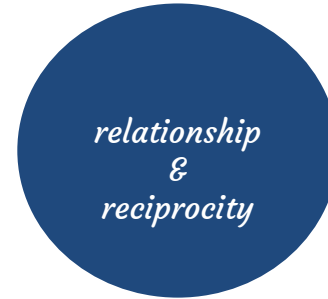
Culture Connections



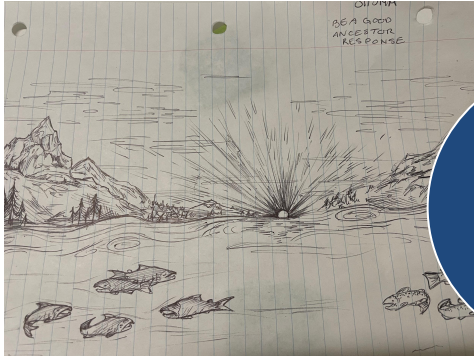
*respect
&
relationship*



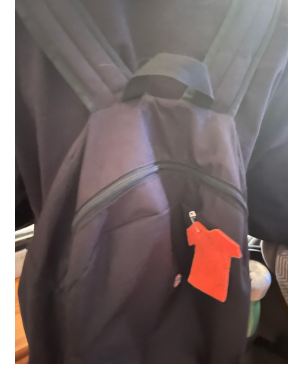
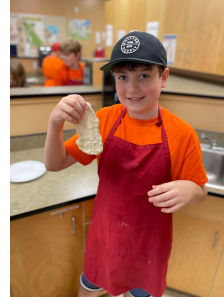
Community



Learning for All



responsibility
respect
&
relevance



One *Learning* Community

Education Policy and Directions Committee Meeting February 5, 2024

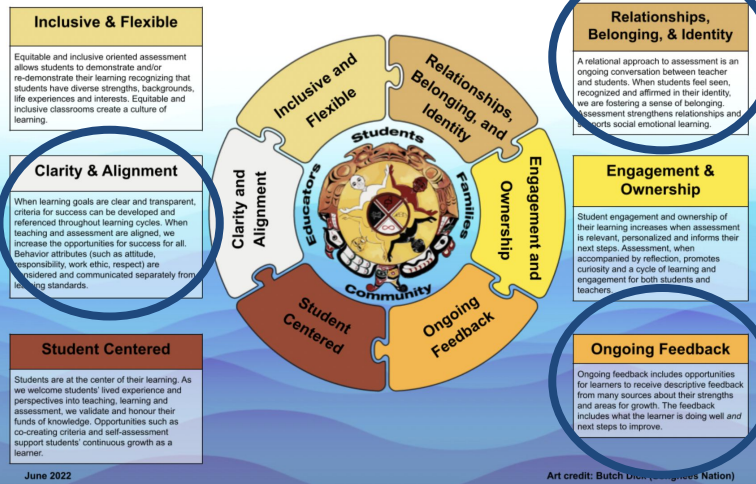


Professional Learning & Practice



Principles of Assessment

These principles represent current understanding of culturally responsive, research-based assessment practices and the First Peoples' Principles of Learning.



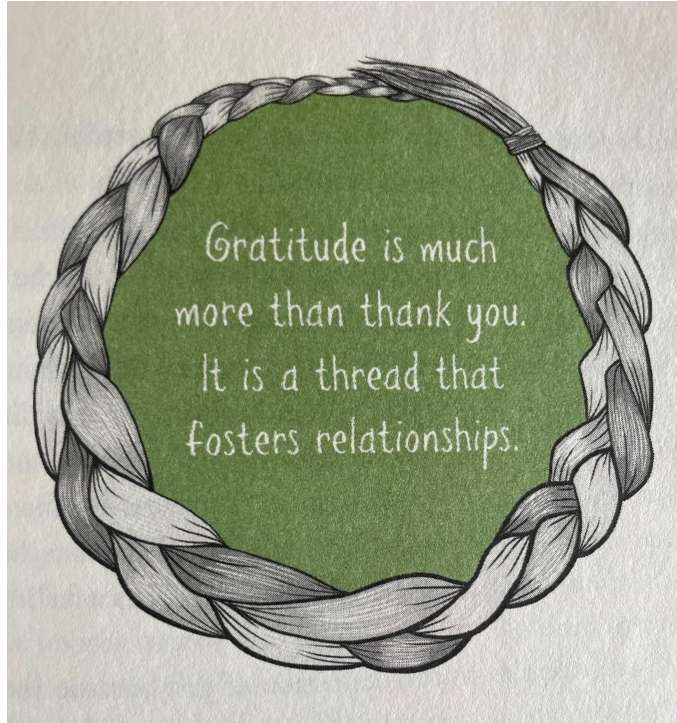
responsibility
&
respect

One Learning Community

Education Policy and Directions Committee Meeting February 5, 2024



Our learning and actions will continue to grow...



- Drum making with families
- Developing a culture connections space
- Connecting to land & learning about place
- Continue to ask questions & be curious





Closing Provided by Dr. Shelly Niemi



Education Policy and Direction Committee Meeting February 5, 2024



Q & A